DOCUMENT RESUME

ED 220 079 IR 010 292

AUTHOR Ilomo, C. S.
TITLE Library Education for Development: Some Observations on Recruitment, Development and Utilization of Library School Faculty in Developed Countries. Occasional Paper No. 11.
INSTITUTION Tanzania Library Service, Dar es Salaam.
PUB DATE [78]
NOTE 51p.; For related document, see IR 010 308. Best copy available.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Compensation (Remuneration); Developed Nations; Developing Nations; *Faculty Development; *Faculty Recruitment; Financial Support; Higher Education; Institutional Role; *Library Education; *Library Schools; *Personnel Selection; *Reputation; Training
IDENTIFIERS Great Britain; United States

ABSTRACT

Drawing on the practices and experiences of universities in developed countries, this paper reviews and discusses the major issues and questions involved in the building of a library school teaching faculty. The nature and function of the university are briefly discussed; the factors affecting the acceptance of a teaching position by potential faculty members are outlined; the impact of, and reasons for, a library school's academic reputation are described; and the major considerations to be made during the recruitment, selection, and appointment of new faculty members are examined. Also discussed are sources of faculty, functions of faculty members, faculty development, the retention of faculty members, and financing a library school program. Accompanying the text are: a set of three diagrams illustrating (1) university-based patterns of education for public service, (2) the structure of certification for library education in Britain prior to 1981, and (3) the proposed structure for certification of library education in Britain after 1981. A set of three tables lists library degrees granted in Britain on the basis of educational attainment or research experience, and degrees in librarianship granted in the United States. A 64-item reference list is also attached. (JL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED220079

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

LIBRARY EDUCATION FOR DEVELOPMENT: SOME OBSERVATIONS ON RECRUITMENT, DEVELOPMENT AND UTILIZATION OF LIBRARY SCHOOL FACULTY IN DEVELOPED COUNTRIES.

OCCASIONAL PAPER NO. 11

by

C.S. ILOMO

BEST COPY AVAILABLE

IR010 292

The views expressed in this paper are personal

Price T.Shs.20/=(Tanzania)
T.Shs. 25/=(outside)

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
E.E. Kaungamno
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CONTENTS

Pages

University Based Library Education for Community Service .... (i)

Library Education in Britain: LA Present Structure of Certification of Librarians..... ..... (ii)

Library Education in Britain: Proposed Structure (For Introduction in 1981..... .... (iii)

Library Education in Britain: Higher Degrees in Librarianship and Information Science by Instruction .... (iv)

Library Education in Britain: Higher Degrees in Librarianship and Information Science by Research ..... (v)

Education and Training for Librarianship in the United States: a partial taxonomy..... .... (vi)

The Nature and Fucntions of the University..... .... 1 - 3

Accepting a Teaching Position ..... 3 - 5

The School's Reputation..... ..... 6 - 9

Recruiting and Appointing New Faculty Members..... ..... 10.-18

When is Recruitment of Faculty Members Necessary?..... ..... 18 - 19

Sources of Faculty..... ..... 19 - 20

Methods of Recruitment and Selection..... 20 - 23

Functions of Faculty Members... ..... 23 - 25

Faculty Development 25-27

Retention of Faculty Members... ..... 28 - 29

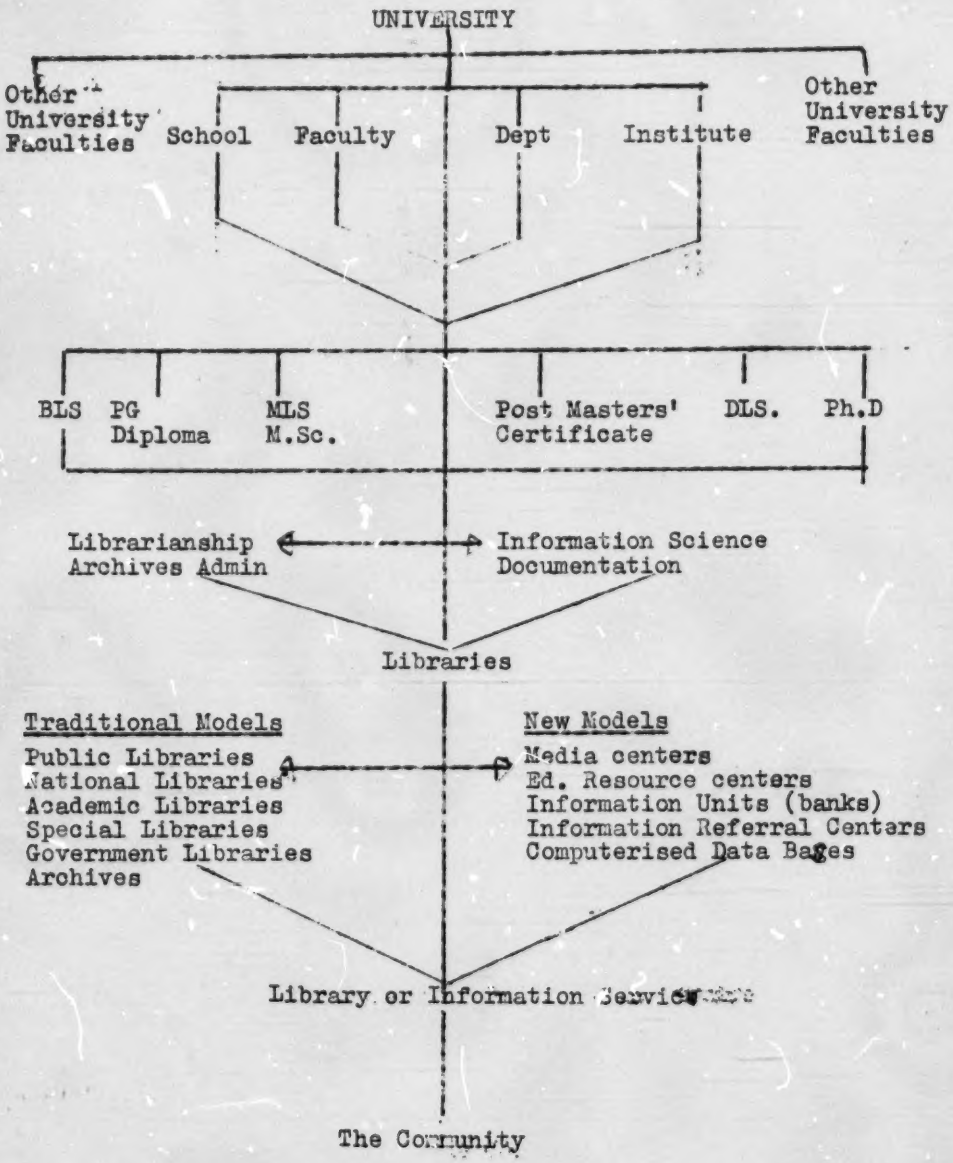
Financing a Library School Program .....29 - 33

Summary and Conclusion ....33 - 34

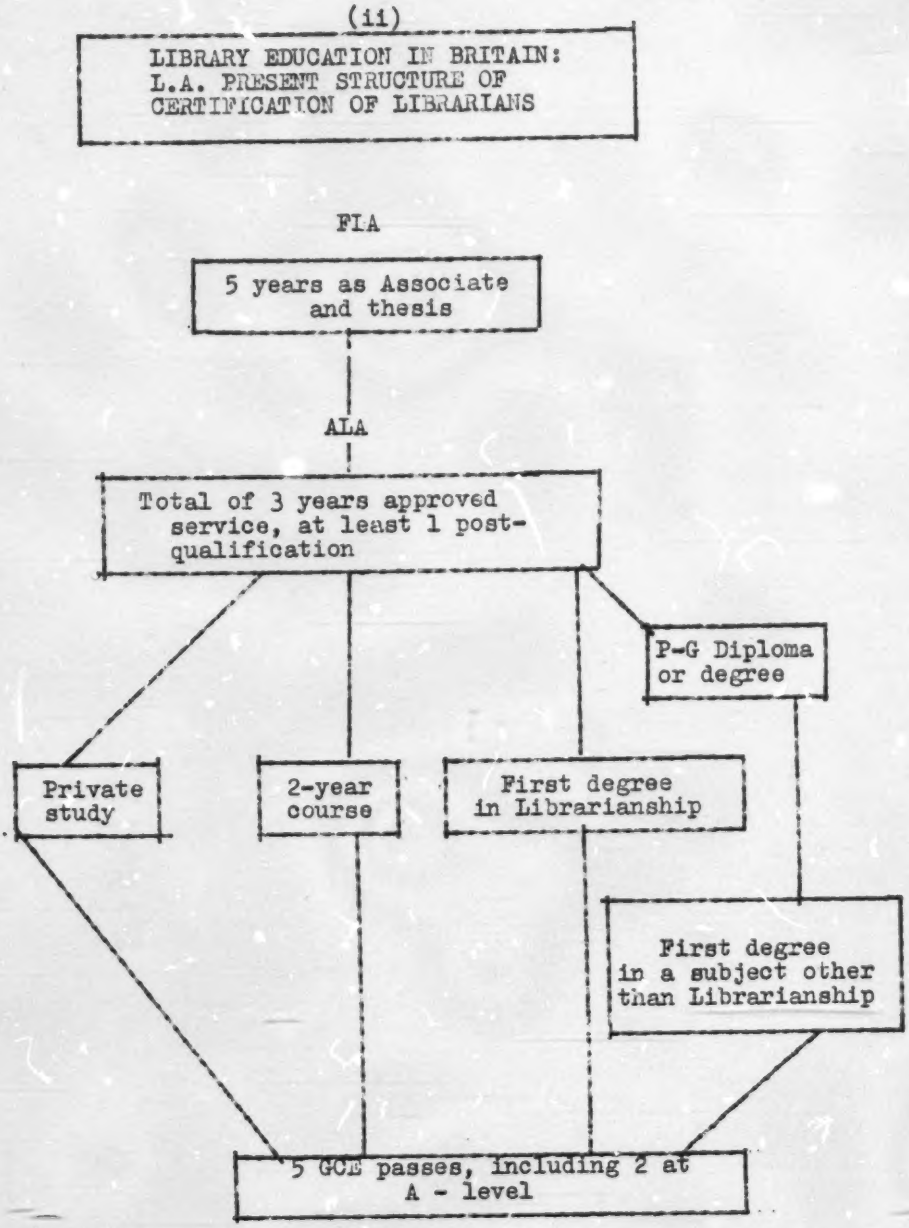
Footnotes ....35 - 39

(i)

UNIVERSITY BASED LIBRARY EDUCATION FOR COMMUNITY SERVICE



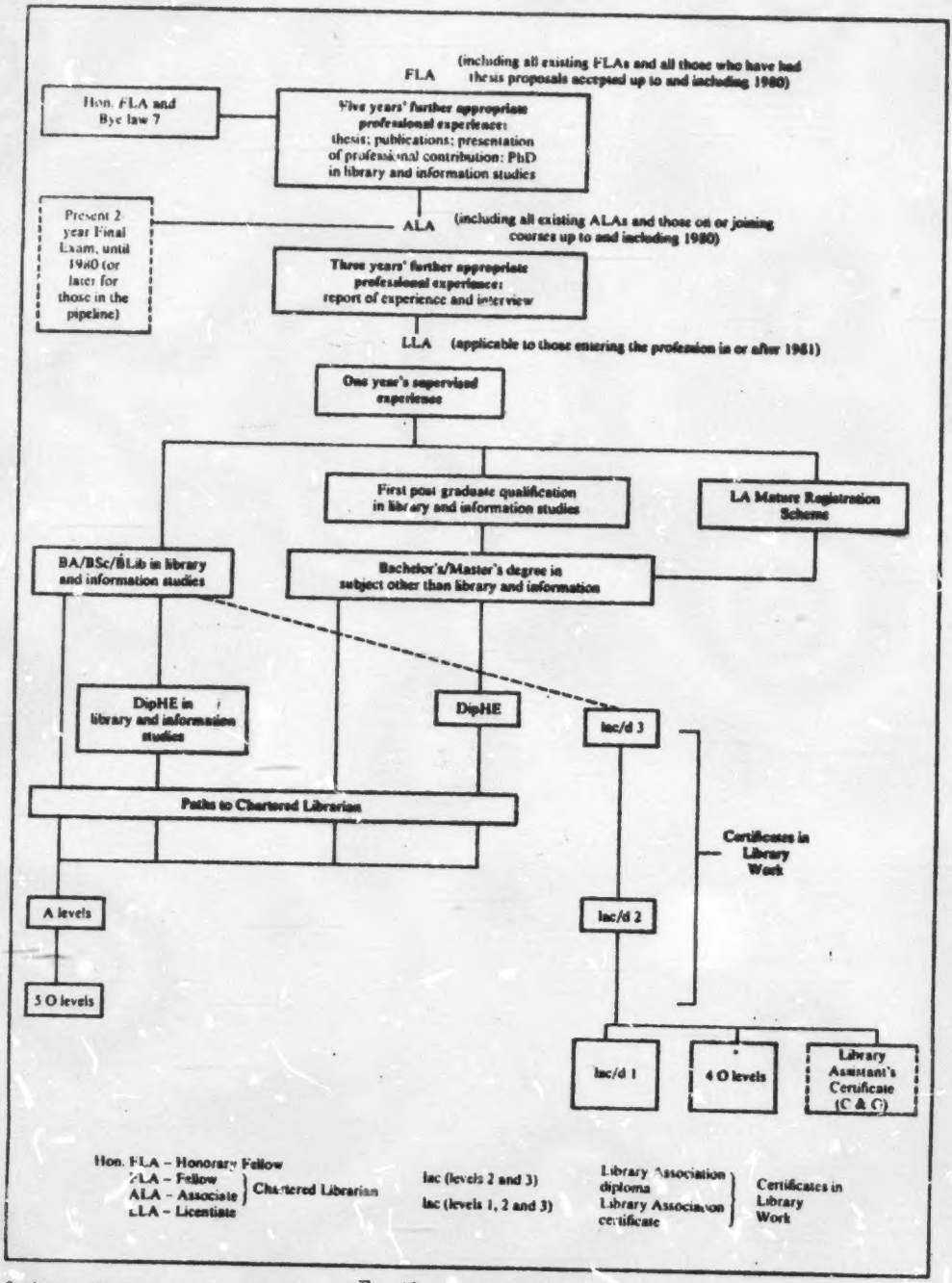
(ii)


LIBRARY EDUCATION IN BRITAIN:
L.A. PRESENT STRUCTURE OF
CERTIFICATION OF LIBRARIANS
FIA
5 years as Associate and thesis
ALA
Total of 3 years approved service, at least 1 post-qualification
P-G Diploma or degree
Private study
2-year course
First degree in Librarianship
First degree in a subject other than Librarianship
5 GCE passes, including 2 at A - level

From Supplement to Libr. Ass. Rec., 79 (9) September 1977.

LIBRARY EDUCATION IN BRITAIN

PROPOSED STRUCTURE (FOR INTRODUCTION IN 1981)


FLA
(including all existing FLAs and all those who have had thesis proposals accepted up to and including 1980)
Hon. FLA and Bye law 7
Five years' further appropriate professional experience: thesis; publications; presentation of professional contribution; PhD in library and information studies
Present 2 year Final Exam, until 1980 (or later for those in the pipeline)
ALA
(including all existing ALAs and those on or joining courses up to and including 1980)
Three years' further appropriate professional experience: report of experience and interview
LLA
(applicable to those entering the profession in or after 1981)
One year's supervised experience
First post graduate qualification in library and information studies
LA Mature Registration Scheme
BA/BSc/BLib in library and information studies
Bachelor's/Master's degree in subject other than library and information
DipHE in library and information studies
DipHE
Inc/d 3
Paths to Chartered Librarian
Certificates in Library Work
A levels
Inc/d 2
5 O levels
Inc/d 1
4 O levels
Library Assistant's Certificate (C & G)
Hon. FLA – Honorary Fellow
FLA – Fellow
ALA – Associate
LLA – Licentiate
Chartered Librarian
Inc (levels 2 and 3)
Inc (levels 1, 2 and 3)
Library Association diploma
Library Association certificate
Certificates in Library Work

Supplement to *Libr. Ass. Rec.*, 79 (9) September 1977

Further changes Anticipated before 1981

LIBRARY EDUCATION IN BRITAIN:
HIGHER DEGREES IN LIBRARIANSHIP
AND INFORMATION SCIENCE BY INSTRUCTION

Belfast. Library Studies. MLS

City University. Information Science. M.Sc.

College of Librarianship Wales. M. Lib

London University College. Library & Information Science.
M.A../ M.Sc.

Loughborough University of Technology.
Archive, Library and Information
Science. M.A. / M.L.S./M.Sc.

Sheffield University. Librarianship and
Information Science M.A. M.Sc.

LIBRARY EDUCATION IN BRITAIN: HIGHER DEGREES IN LIBRARIANSHIP AND INFORMATION SCIENCE BY RESEARCH

Belfast. Library and Information Science
M.A. / Ph.D.

City University, London: Centre for
Information Science. M.Phil./Ph.D

Leeds Polytechnic. Librarianship. M. Phil/Ph.D
(CNAA)

London University College. Library and Information
Science M.Phil./Ph.D.

Loughborough University of Technology. Library and
Information Science. M.A./M.Sc./Ph.D.

Polytechnic of North London. Librarianship
M.Phil./ Ph.D. (CNAA)

Sheffield University. Librarianship and
Information Science
M.A. / M.Sc /Ph.D.

College of Librarianship Wales. M. Lib

*EDUCATION AND TRAINING FOR LIBRARIANSHIP IN THE US:

a partial taxonomy

In academic settings	In non-academic settings
Ph.D. (D.L.S.*) D.A.) * 2 versions Library science I.s.; single cognate, multi-discipline cognate library educators library administrators research oriented information science/engineering subject (I.a.&s., educ.) or prof. equivalent (theology, Law etc)	
SECOND MASTERS	
Post-masters (6th year or less) certificate administration/supervision service specialties (school media, medical) practice/skill-oriented 2nd (subject or prof.) masters short courses, institutes, workshops, single courses or combinations of courses. Dual degrees. Requirements for continued certification. HEA Medical Library Act CLENE/CEU's	MLA Certification Exam. LC Internships CLR Grants and internships post-grad. internships (NLM medicalib.) AMA Seminars Library professional Organizations, Library systems, etc. workshops, institutes (MEDLINE, ASSIS. SLA)-Non-credit Single library, in-house, organized training programs to upgrade professionals (management) Supervisor-Subordinate models Orientation of new prof. staff need-orientated training programs for new techniques & procedures in single library
Academic-based internships	
MASTERS DEGREE (First Professional Degrees)	
Post-baccalaureate (masters or less) ALA accredited library schools (mostly multiple-purpose) 2yr. MLS (UCLA) Unaccredited multiple-purpose library schools accredited + unaccredited single-purpose library schools & l.s. concentrations	stated and/or local certification based on m.l.s. equivalency exam Professional organizations & organizations of libraries - workshops, institutes, etc., non-credit In-house, organized training programs, system-wide

In academic settings	In non-academic settings
MASTERS DEGREE (First Professional Degrees)	
3) (Continued) non-l.s., single-purpose(media, info. sci.) Single courses, summer programs, institutes, credit workshops (usually certification-oriented)	in-house orientation of new staff & training in basic job-related (usually bibliographical) skills. Usually supervisor-subordinate, one-to-one models
internship and work-study programs	
BACHELORS DEGREE	
4) Baccalaureate-granting type III library schools (unaccredited) multiple-purpose Single-purpose library science undergrad. major or minor (often comb. with education & often certification-oriented) non-library science, single-purpose (media, information science). Single courses, summer programs, institutes for academic credit, combinations of courses (often certification-oriented)	professional or sub-professional certification by examination professional organization & organizations of libraries (e.g. SLA) in-house orientation of new staff & training in basic, job-related (often bibliographical) skills. Usually supervisor-subordinate, one-to-one training models training student assistants in academic & school libraries
field experience - student teaching	
ASSOCIATE DEGREE	
Associate-granting (Junior/community college) LTA programs (terminal) Media-aide programs(terminal) single courses, institutes for academic credit, combinations courses (sometimes certification-oriented) Pitt External Studies Program	
academic programs with field experience	

In academic settings	In non-academic settings
ASSOCIATE DEGREE (continued)	
6) Non-degree and extension single courses or combinations of courses sometimes single-purpose credit or non-credit resident or correspondence, Pitt External Studies Program basic bibliographical/ library skills	
HIGH SCHOOL DIPLOMA	
7) Secondary school vocational high school library & media aide programs	training community personnel for inner-city school & agencies

*The author of this classification is Dean Thomas J. Galvin, Dean, Graduate School of Library and Information Sciences, University of Pittsburgh, P.A. U.S.A.

The building of a teaching faculty is not an easy task. It is painstaking and a continuous process. It requires planning, creative approach and ability to anticipate the trends of professional thinking. Plans ought to be based on concrete, present and future faculty needs, dictated by the education program or by the planner's conception of what the school ought to be and do in the context of university environment, and responding readily to the "realism and relevancy to the demands of society."[1]

THE NATURE AND FUNCTIONS OF THE UNIVERSITY

A university career is extremely demanding. Therefore persons who intend to go into teaching must have a clear conception of the nature and functions of the university. Likewise a dean or director has to bear in mind the nature and functions of the library school and the university as a whole when recruiting or selecting teachers. The future of the the library school will depend upon his ability to attract committed teachers and scholars.

The primary function of the university is the "discovery and advancement of learning"[2]. W.C. DeVane defines the university functions as instruction, research and service"[3] to the nation or the world community. Whitehead once wrote that "these functions could be performed at a cheaper rate"[4] through apprenticeship and many other ways including perhaps those associated with modern technology, and that in "so far as imparting information is concerned, no university has had any justification for existence since the populatisation of printing in the 15th century."[5] He therefore stressed that the "proper function of a university is the imaginative acquisition of knowledge and the preservation of the connection between knowledge and the zest of life, by uniting the young and the old in the imaginative consideration of learning."[6] In other words, the university sustains man's lofty cultural ideals and "transmits from one generation to the next, the accumulated wisdom and knowledge of a nation."[7] It also creates and nurtures a sense of public responsibility in education and promotes respect for learning and the pursuit of truth in all its manifestations. Here the emphasis is on imagination which breeds originality, and creativity.

These attributes in turn lead to the emergence of discoverers who identify truths of considerable generality, and inventors who are articulate in the application of truths for utilitarian ends. The idea that if the university is to justify its own existence should seek to serve actively the basic needs of life, and indeed of all mankind, is a conception for which the United States has deservedly received great applause.[8] The emphasis on creative imagination as a university function is therefore legitimate. That is to say, faculty members must learn imaginatively, find ways and means of illuminating facts in order to discover principles which apply to such facts and data. They must also teach imaginatively to students who must also be imaginative and critical in the way they receive information from teachers. Interaction between teachers and students should generate the "highest intellectual inquiry, encourage and challenge students to develop powers of constructive thinking."[9] Also it must encourage academic staff to do original research in order to promote intelligent discussion of issues of human concern, and the advancement of scholarship and learning. When such dialogue between students and faculty takes place, total communication is possible. Therefore, as well as being teachers, faculty must be students imbued with excitement of curiosity. I will quote President Nyerere who once remarked, "We all have to be willing to learn and anxious to use every method of learning that is available to us.... We have to be willing to teach whatever skills we have by whatever method we can - by demonstration and example, by discussion by answering questions or by formal classroom work. If we play our part both as students and teachers, we shall really make some progress"[10] towards declared goals. Likewise Sarah Reed hammered home this point when she stated, "... education as a commitment to lifelong learning is looked upon as a major avenue leading to the great society".[11] The faculty's imaginative lifelong learning and teaching, the student's imaginative acquisition of ideas from the gifted minds and experienced intellectuals, their access to the rich university library collections - the embodiment of the wisdom of scholars of all time, all constitute a way of life and a unique experience in the academic cultural millieu. This is true of all seats of learning like Harvard, Yale, Oxford and the University of Paris to mention but a few.

In all fairness a university that does not impart knowledge with a tinge of imagination and with public responsibility in mind, it fails in its function, therefore, has no reason for existence. Similarly, a university based library school especially a graduate library school which lacks immagination fundamental to its functions of teaching, research and service, fails in its function . Therefore, persons intending to go into teaching must visualize the University or the library school in this light. Once they are appointed, they must act in concert with the rest of the university. If the faculty or potential faculty conceive the library school contrary to the above exposition they would be best advised to look for alternative employment. Indeed, the library school will continue to be a fountain of librarianship knowledge, stand the test of time, rise or fall with faculty. In the final analysis, the strength and reputation of the library school will depend on the head's or the school's ability to attract teachers with a commitment to scholarship.

ACCEPTING A TEACHING POSITION

A library school administrator should be conversant with factors which influence a potential faculty's choice of where to accept a teaching position. Experience shows that in any library or organization, what it has to offer, its reputation, attractive personnel policies, work environment and how much real opportunity it gives to young people to participate in decision making and advance in their careers, will influence the decision. Potential faculty members are no exception. They take into account salary, fringe benefits and career prospects; the school's reputation; the school's location; workload, congenial work environment and recearch opportunities; teaching facilities including equipment and library resources. They also consider climate, racial and political relations as well as the size of the community in which the school is located. A person wishing to take up appointment overseas say in a developing country will in addition consider political stability, travel arrangements to and from his country, leave, housing allowance, medical care and car allowance. Above

all, he will perhaps consider the 'opportunity cost' of leaving his present job and if married with children will consider availability of education facilities. Deciding to work overseas is an act of courage on the part of the incumbents. Librarians who spend a long time overseas especially in developing countries find it hard to secure employment or fit properly into the promotion stream when they return to their homelands. The story may be different with faculty but in one or two instances expatriates who were promoted to the rank of professor at one of the East African universities were employed as senior lecturers on their return to their native country, perhaps because of difference in criteria for the award of professorships.

In the United States, it would appear that reputation of the school, location, salary and research opportunities exert the greatest influence on where a potential faculty member will accept a teaching position. This is human nature. Everyone wants to be associated with the best school or organization available and of which environment is conducive to self-development. According to Ray and Patricia Carpenter, "a school's reputation is the most important single factor taken into account in deciding where to accept a teaching position."[12] I, however, prefer to treat the question of reputation under a separate heading below.

The School's location is also very important. Some educators including the Carpenters rank it second. But whetever position it occupies some potential faculty members to show reluctancy to leave their home areas because of family commitments. Above all they may be uncertain as to whether they will be happier in the new environment or get decent housing, generous pensions and fringe benefits. If this is practiced on a wide scale library schools or libraries for that matter, may be unable to secure best talents or pockets of artificial unemployment may be created. Of course, an ambitious person who is all out to succeed in life, will accept a job anywhere.

Salary is an important consideration, too. Even Williamson in his report (1923) on "Training for Library Service" stressed that the quality of faculty should be raised by

better salaries[13] while McGlothlin's fourth principle of faculty recruitment and development advocates that the "university must be able to provide its faculty members with sufficient income to supply a comfortable living...."[14] Some people think that although salary is important it is not a crucial factor and that perhaps opportunity to learn and advance career-wise is of far greater importance.

Despite the fact that reputation and location take precedence, salary is more often at the back of the minds of job seekers and is near the top. Ray and Patricia Carpenter summed up the situation when they stated "If fringe benefits are considered with salary as a more comprehensive index of economic influence in decision making, the importance of money becomes paramount."[15] But one has to remember that it is politically and economically impossible to provide salaries as high or higher than those available in business or industry. Brilliant scholars are also in great demand in non-academic settings. If a scholar wants greater financial rewards can always secure a job elsewhere. Therefore, it would seem that financial rewards alone will not attract competent scholars. Financial rewards to faculty should be accompanied by sufficient status, freedom to do his work without interference from the administration and participation in general governance of the school and the university.

On the average salaries in graduate library schools are fairly good especially when promotional prospects are taken into account. Those with library science doctorates are clearly well off in comparison with counter-parts in other fields.[16] In his survey of 249 academic institutions in the U.S.A. Peggy Haim found that most faculty members reach the rank of Associate Professor before they are 40,[17] and Donald Cameron found that "among faculty members receiving tenure, probably 80% or more ultimately achieve the rank of Associate Professor and salaries commensurate with the rank."[18] But considering what business offer, salaries in library schools are low and probably make faculty recruitment difficult especially where experienced faculty members are needed.

THE SCHOOL'S REPUTATION

It has been mentioned that the reputation of a library school is one of the factors which influence the potential faculty member where to accept a teaching position. The United States was fortunate in that the necessity to place a library school within a university was recognized by Williamson who has had an indellible imprint on library education in this century. As DeVane stated, "almost every occupation that has any pretention to a special body of learning or even special techniques has found somewhere a university that is willing to sponsor it."[19] Within the university's administrative structure, the school is assured of prestige, administrative authority, continuity essential for carrying out its business, shaping of the school's academic and professional standing, while the dean or director of the school is able to represent it in the academic policy making committees and general governance of the university. This in itself is key to the school's recognition and the graduates' certificates naturally bear the name of the university. The idea of placing a library school within a university has spread to other countries and graduate programs have increasingly been established in various parts of the world. Even in Britain where for a long time degrees in librarianship were not offered except perhaps at the University of London, the trend now is towards graduate study. Indeed, everywhere there is strong belief in graduate study because "university based training helps ensure the academic respectability of librarianship"[20].

At the Ibadan Seminar John Harris, who is regarded as the father of librarianship in Nigeria also supported the idea of placing a library school in a university and the Seminar unanimously agreed that "Library Schools in Africa should require university graduation or its equivalent for admission to the program of full scale professional training at the leadership level."[21] Perhaps, the most eloquent statement on the subject in relation to library education in Africa was made by Harold Lancour who in 1953 remarked "..... in Africa, University graduation seems to provide the most effective means and the most reliable

measuring rod to ensure that persons aspiring to reach the highest levels in librarianship shall be well educated individuals with formal schooling not less than the best which the continent affords."[22] This has been interpreted to mean graduate study. Where undergraduate diploma courses (those based in universities) have been instituted, library systems which employ them are faced with the problems of sending them for full-time professional degrees and those who don't become frustrated. Some leave the profession altogether. In Australia too, Whyte back in 1963 wrote that "there was a strong and growing tendency in Australia to regard as fully professional only those occupations which regard a university qualification"[23] and Guy Marco in his paper Advances in Library Education[24] presented at the 1971 IFLA Conference in Britain showed that many university based programs were established between 1965 and 1972 outside the United States and Canada including Britain, Africa, Asia and Australia. This is further evidence of the superiority of University based education for librarianship.

The second factor which enhances the school's reputation is the nature and caliber of the head of the school. He should have administrative ability and relevant experience. He should be dynamic, flexible, imaginative, innovative and dedicated to his job. Above all he should have courage and strength as sometimes he may have to make unpopular decisions. He should be the type who can stand criticism, know when to compromise with critics, when to make decisions urgently, when to be cautious and when to postpone. Besides these attributes, the dean should be a distinguished scholar and teacher preferably holding the rank of Professor, known at home and abroad, partly through his impressive publication record. Possession of a Ph. D. will be evidence that he is conversant with research methods. As head of the school and if he will make it famous, he should have clear focus of the goals and objectives of the education program. A head of a library school who does everything himself will be master of none and therefore will neglect his real job. It is important for him to delegate responsibility coupled with the appropriate authority but he must devise mechanism to facilitate coordination and control of the school's business. This is important because ultimate responsibility for the

school's affairs is entirely his.

The third factor is accreditation. In the U.S. there are currently 63 library school programs accreditated by the American Library Association and these are considered to be good library schools. According to Dean Galvin,[25] there are 25 unaccreditated programs which are more superior than 25 of the accredited programs. However, some of the best programs are among those accreditated. Accreditation means that the 63 schools conform to the 1972 Standards stipulated by the ALA Committee on Accreditation under the headings, 'Program Goals and Objectives, Curriculum; Faculty; Students; Governance; Administration and Financial Support; Physical Resources and Facilities.' The Ph.D. programs are not accredited by the A.L.A.

The fourth factor is the education program itself. Besides being responsive to and in concert with the advances in the theory and practice of librarianship, it must accommodate the study requirements of the students and the needs of libraries. It must provide room for research on various aspects of library practice and which can be of immediate practical value. In recent years for example, library schools in Western Europe and North America have readily responded to the need to incorporate in their curricular "computer and other machine application to library cataloging, acquisitions work, serials control, circulation routines, inventory control, reference work, administrative work including personnel and budget work,"[26] types of information systems including "coordinate indexing, automatic indexing and abstracting, current awareness services, retrospective search services, hardware and software."[27] John Dean[28] has suggested that a good library school should ascertain curricular needs and peg the program at the level required; identify areas in which research is required including both group and individual projects; publish monographs; books and journals to stimulate local and national professional thinking; build a resource centre in librarianship for study and research; maintain professional contact with alumni, contribute to continuing education in the locality, region or state; stimulate professional consciousness by organizing seminars, conferences and short courses; hold exhibitions on library equipment etc., establish

library pilot projects where local services are non-existent or deficient and provide advisory and consulting services as deemed necessary. Also a good library school will develop appropriate international relationships especially with library schools to facilitate exchange of ideas.

There are other factors which will enhance the reputation of a library school. The achievements of alumni will be reflected in what they publish, results of research they do if any, and the positions they hold. A library school that produces leaders and administrators for library schools, library associations, national organizations and consultants in international librarianship has every right to be proud. High student admission requirements, good social climate, free and democratic exchange of ideas between students and faculty members, all add up to make a good library school. The impressions graduates take with them into the field can make a world of difference. Good or bad they can have a cumulative effect. If for example students are mistreated they will obviously hate the school when they leave. If teachers don't care about students, they don't teach properly or they show colorbar, the latter will forget about the school as soon as they leave. When asked about it they will reply 'the school is no good.' Therefore the school will not get bright students. Even applicants of average intelligence will seek admission to it as a last resort. All in all the school will have second or third rate students. When the alumni secure directorships in libraries, will deliberately avoid employing graduates from that school. If these directors are many they will spread a word to others and the entire exercise will be extremely damaging to the school. Racism can also have damaging results to the school at local and international levels. Even teaching which discourages expression of opinions which are opposed to the faculty's beliefs creates the same effect. This is even more true in more sensitive areas like politics. There can be no true academic freedom in a situation like this. But a lot will depend upon the school head's image and the relationship he builds between him and faculty as well as students. Perhaps the most difficult task of the head of the school is to maintain the reputation of a school that is already considered good or the best.

RECRUITING AND APPOINTING NEW FACULTY MEMBERS

Identification, selection and appointment of faculty should be dictated by the goals, objectives, the library school education program including the level of courses, number of subjects the program covers, specialisms, research programs and extra-mural activities. In other words selection should be based on how best they can be used. Therefore criteria should be academic qualifications, publication record, reputation of teachers, opinions of colleagues, library experience and personal interviews. They should display the knowledge of subjects they are going to teach and should themselves be convinced of the value of these subjects to the profession. According to the Standards on Accreditation adopted by the ALA Council and effective from January 1973, faculty should have "a diversity of backgrounds; a substantial and pertinent body of library experience; advanced degrees from a variety of institutions; specialized knowledge covering the subjects in the school's curriculum; a record of sustained productive scholarship; aptitude for education planning; administration and evaluation; close and continuing association with the field....."[29] In the words of Diekhoff, these attributes may be summed up as ability in "teaching, scholarship, statemanship and service to the community."[30]

The importance of full time faculty of the right calibre cannot be over emphasized. They provide continuity and accumulated experience useful to the school's healthy growth. They are not only specialists in their areas of librarianship but have a commitment to teaching. Unlike part-time lecturers, their views and ideas are identified with the School. Above all their loyalties lie with the School, head of the School, the University and the student body in a way part-time teachers don't. The size of the full-time faculty should reflect the subjects which constitute the education program. A small size will render faculty unable to conduct research, advise students, develop courses, participate in School's committee work and university governance because of teaching load. In the United States the size of 10-12 full time faculty members is considered well below optimum in many situations.[31] In Britain a faculty/student ratio of 1 to 7 is considered just about right. In Wilfred Saunders' opinion, a full time staff less than ten faculty members would be

considered inadequate[32] but again it depends on the number of students. In 1976 for example, Leeds Polytechnic Multirole Library School had 27 full time teachers, 250 full-time students and 50 part-time students.[33] In Saunders' view this would be considered very generous; but besides offering the M.A. courses, the School offers undergraduate degree courses in librarianship and information science, and runs short courses for 300-400 practicing librarians a year. J. Am Dean[34] who has had considerable experience in Africa has suggested a faculty/student ratio of 1:10 but few developing countries can afford this. Even if it can, librarians willing to teach full time may not be forthcoming in which case the school will be forced to use expatriates who are generally very expensive. Even Nigeria's Ibadan University Library School which was established in early 1960s. still continues to use foreign teachers (2. 1% in 1974).[35] When I was there in that 1975, I was told the most well qualified Nigerians prefer administrative positions in libraries which offer fairly handsome salaries and offer ample opportunities for extensive travel abroad including attendance at international conferences.[36]

Academic qualifications of faculty members vary from country to country. In the United States a person aspiring to teach in a graduate library school should have a Ph. D. Of course, it is assumed that his undergraduate work and perhaps graduate work covered traditional disciplines. A Ph. D. candidate is acceptable. The Ph. D. may be in Library Science or in the traditional disciplines like Economics or History but in this case the incumbent should have an M.L.S. or a Ph.D. in library science. It is also possible to have candidates whose Ph.D.s combine traditional subjects and library-science. In British library schools, an Honours first degree is considered a guarantee of reasonable educational background. While a second degree in a subject field is increasingly becoming a must, a Ph. D. is desirable. Countries which were under the British rule in Africa and Asia the pattern is the same as in Britain. Some countries consider a Ph.D. a luxury but this is debatable. In many countries it is felt that subject knowledge of faculty members enriches teaching. For example, a faculty teaching library management could do better if he has a background in economics, or public administration. These are of course, exceptions

to the rule. A faculty may well teach a course completely unrelated to his subject background and do well.

In addition to academic qualifications in librarianship, faculty should have professional qualifications. There again there are variations. In the United States, an M.L.S. is considered to be the first professional degree but a potential faculty member must obtain a Ph.D. In Britain and her ex-colonies an ALA (Associateship of the Library Association) and F.L.A. qualifications have been dominant for a long time. Therefore, unlike North America, the emphasis on Ph.D.s in Library Science does not exist although it is desirable. In Britain only a Head of Department may have a Ph.D. especially in small library schools. A Ph.D. is emphasized in the United States graduate schools and is desirable in other countries because it is the highest academic accomplishment. It is essential for the maintainance of high academic standards in a university environment. Below the graduate school, it would appear that even North America does not place due emphasis on Ph. D.s.

As well as being intellectual and learned, librarianship is a service oriented profession. It prepares practitioners and potential innovators. Therefore, applicants for teaching positions must have vast experience in the field and preferably they should have occupied senior positions, therefore demonstrated professional competence. The problem is that they may not be forthcoming. Even if they are forthcoming the dean or director of the school must be cautious. Retired librarians from the field though they may possess technical and specialized knowledge, may not have great urge for creative scholarship, may not have published anything and may not have had training in teaching. More often than not they will seek a pleasant job to supplement their pension. Perhaps ex-university librarians may just make it. Those who seek a university career after a number of years in other fields will have been dissatisfied with their jobs but alternative position in a university is no guarantee for love of scholarship. In the circumstances perhaps the best solution is to recruit Ph.D students who intend to take up teaching as a career.

These can work closely with mature scholars while studying and can be given appropriate education programs to prepare them for a university career. Whatever the case the library

school must exercise maximum flexibility. If a very bright candidate from outside with no library experience is located but has a flair for teaching and ability to communicate, it would seem wise to appoint him. Experience is not a guarantee of ability to teach and in any case some library schools or universities emphasize more the research ability than teaching.

Concerning the standard of teaching in Britain John Dean has remarked "it is only in the past few years that teaching ability has been accorded even minimum respect...."[37] Apparently this weakness was passed on to her dependencies through colonization. There the standard of teaching is generally low. In the library profession, fortunately, UNESCO runs courses in the techniques of teaching. One of these was held in Denmark in 1968. In recent years, UNESCO has stepped up its efforts in this direction. During 1975 two courses were conducted in England and Uganda at the East African School of Librarianship.[38] At the Loughborough University of Technology UNESCO sponsors students from developing countries to undertake an M.A. Course. This is a "continuing program for training of teachers for library and information science and for introducing modern techniques into curricular, mainly by supplementing the technical knowledge they have already received through theoretical studies."[39] During the biennium 1975/76, UNESCO also sponsored six teachers from the developing countries to attend a short course at the School of Library Science, Case Western Reserve University.[40] More of these courses are needed to create a band of knowledgeable and experienced teachers in library and information science for library schools in developing countries. In the United States the Standard of teaching was lucidly described by McGrath in 1967 when he stated, "a survey of faculty members in almost all college or professional schools will reveal that many teachers, although competent in their special fields of knowledge and research, have had no formal instruction or guidance which might have helped develop the skills peculiar to the teaching profession. These skills are frequently lacking among the older as well as the younger members of the faculty."[41] Since then there have been great improvements in the standard of teaching in the U.S.A. In general it is held that if a faculty member is to be a good teacher he should have a combination of the following attributes: ability

to develop course objectives; understanding of the psychology of learning; efficient organization and presentation of material; ability to communicate, stimulate students to learn and think independently, cultivate interest in students, ability to inspire respect in students and colleagues a like, and continuing professional growth. Although it is possible to teach well without proper training, it cannot be assumed that every faculty member is born a teacher. It is for this reason that American Library Schools place due emphasis on teaching ability and training especially in the 1970s. Even those who are born teachers could do even better with a certain amount of training. The best maxim, put in question form should be 'Is this the best way of teaching?' What can be improved, how, when? This will stimulate further research and lead to innovation.

Selection and appointment of faculty members should also take into account a flair for research skills. Saunders put it very well when he stated "Research and teaching interact to mutual benefit; the excitement and stimulation of involvement in research gives life to teaching; teaching in turn helps ensure the transmission of newly discovered knowledge. It is involvement in research which above all sets a university apart from other institutions of higher education, and a department which is not involved in research activity might just as well -- possibly be attached to a different sort of institution."[42] This is why in the United States a Ph.D. which is basically a research degree and evidence of aptitude for research is a must in a graduate library school. Such people of proven ability for research can expand the frontiers of librarianship knowledge. For one thing in countries like the United States professional leadership and the future of library and information science is considered to be the exclusive monopoly of graduate library schools. But it need not be. Librarians in the field could have as much impact on the future of librarianship if only they were given training in research methods at library schools. Up till now the impact the U.S. has exerted over the rest of the world is an even greater incentive for further innovations. In Britain for example, the Robbins Report on Higher Education recommended the establishment of universities on the American model particularly with regard to curricular and the British Government heeded to this

recommendation. In Africa, the American contribution and influence is not hard to find. The East African School of Librarianship was initiated by Rockefeller Foundation, partially financed its establishment and provided a teacher for a few years. In 1962, the Carnegie Corporation financed the Lancour Report[43] and subsequently gave funds for the establishment of the University of Ibadan Library School. Nationals of Asia and Africa have received their library education in the U.S. and some of them are Heads of Library Systems in their countries. No doubt this is due to the quality of the American Library education. Perhaps one of the greatest reasons for recruiting faculty members versed in research methodology is that besides enriching and invigorating teaching, they elevate the school's prestige in the University setting and through it boost the image of the library profession. While every faculty member must have knowledge of research, some library schools have full time research personnel. For instance in 1976 Leeds Polytechnic had 4 full-time research staff. In the United States a good number of library schools have full time research staff including the University of Illinois and Western Reserve University. Even in Africa one of the greatest tasks library schools must address themselves is library research. It is encouraging to note that Dean and Ogunsheye consider library research as one of the vital functions of library schools in Africa. In the wake of the UNESCO National Information Systems (NATIS) concept, the need for library research to generate new ideas and information for planning is becoming more urgent. But doctorates in librarianship in Africa are rare and this will continue for some years to come. Research has to be done and will have to rely on teachers with first and second degrees.

The language of instruction does not pose a great problem in the English speaking world. However developing countries or where the mother tongue is not English and literature on librarianship and other fields is lacking, faculty must have a command of English. This also applies to foreigners who wish to teach in American or British Library schools. On the other hand for expatriates accepting teaching positions in developing countries, it is an advantage to know the widely used local language so that they can understand better the society for which the librarians being prepared will work.

Publication record is another criterion used in selecting faculty members. In considering this item maximum flexibility should be exercised. A survey for example cannot be classified as research but provides raw data for more esoteric research. Monographs and books obviously involve greater intellectual strain and research than articles or book reviews. The degree of contribution to knowledge is therefore relative. On the other hand it is unfair to place undue emphasis on publication record where young applicants are involved. Naturally and assuming that the older applicant has a commitment to scholarship, he will have a longer list than a younger applicant but not all senior faculty members.publish. Besides some of the most brilliant teachers have no flair for writing. That writing is an art is a fact of life. In this connection, Whitehead remarked that "it must not be supposed that the output of a university in the form of original ideas is solely to be measured by printed papers, and books labelled with names of their authors. Mankind is as individual in its mode of output as in the substance of its thoughts. For some of the most fertile minds, composition in writing or in a form reducible to writing, seems to be an impossibility. In every faculty you will find that some of the more brilliant teachers are not among those who publish. Their originality requires for its expression direct inter course with their 'students' in the form of lectures or of personal discussion. Such men exercise an immense influence,"[44] although their ideas may die after the generation of their students is gone. "However" one of them is immortal - Socrates."[45]

Although it is not easy to detect whether a potential faculty member is an avid reader, it would seem that reading widely should be a condition for selection of faculty members. Reading widely enables the incumbent to amass fuller knowledge of theoretical and practical problems and greater competence in dealing with them. It reinforces his attitude to controversial issues and enriches him with varied experience vital in academic settings. Of course a holder of a Ph. D. in his field who is unaware of its relationship with other fields can hardly consider himself educated. In order to have a firm grasp of the implication of his field to society he should have a working knowledge of other disciplines. As a matter of fact, interdisciplinary approach

to knowledge is increasingly becoming widespread. This can be accomplished through reading, formal courses or both. This is not to underestimate the importance of mastery of one's specialty. To some extent, an impressive publication record may be evidence of wide reading. Many scholars and politicians have stressed the importance of wide reading. In 1973, M. Kibaki, a Kenyan Minister for Finance and Planning stressed the importance of reading when opening a workshop on Dissemination of Research Findings as follows: "We who deal with planning are all too aware that we do not make full use of available information and knowledge in this country. More important, we are all aware that we do not have enough information in the fields in which we do have to make a decision. We are aware that statements we make are not backed up by detailed information. If we were challenged on the basis of our statements we could not substantiate them"[46] and that the greatest problem is that people "----make up their minds that they have had enough education"[47] soon after graduating. Likewise a faculty member who does not read widely at least in his own field cannot defend his lecture intelligently if he is challenged by the students. Indeed, along with what has been discussed above, faculty members should have a combination of imagination and learning which normally "requires some leisure, freedom from restraint and harassing worry, some variety of experiences and the stimulation of other minds diverse in opinion and diverse in equipment."[48] In addition they should be imbued with curiosity, take pride in the nation's achievements which can be the raw material in their efforts to unleash new frontiers of knowledge and accelerate the development of scholarship and learning.

The importance of full-time faculty members has been stressed. But more often than not library schools find they have to utilize the talents of part time lecturers. For one thing some librarians may be born teachers, therefore it would seem a waste not to use them if opportunity arises. The need for part time lecturers will increase as continuing education programs for practicing librarians expand. There are advantages for using part time lecturers. Besides lending a hand in teaching, faculty members and students are kept informed of new library developments in the locality, region or state. They close the gap between theory and practice.

This may also be a golden opportunity for the head of the school to persuade some of the promising ones to take full time faculty appointments provided that they have the requisite academic and professional qualifications. Any school considering use of part time lecturers should make sure that the entire range of subjects taught are represented. Many advanced countries use part time lecturers. In 1976, Leeds Polytechnic had 40. In developing countries there is extensive use of part-time lecturers because of the dire shortage of library manpower. On the other hand use of expatriates is expensive. The Ibadan Library School in Africa uses experienced practicing librarians from all over the country as visiting lecturers, besides the University Library Staff. Also, under the United Kingdom Inter-University Council program the College of Librarianship Wales (CLW) loans its teachers to the Ibadan Library School for brief periods but this is regarded as an interim measure. It should also be born in mind that some library schools in developing countries begin with part time lecturers and at paraprofessional level this is almost an established practice. If a library school can get really interested part time lecturers, their contribution can be immense. But one has to remember that students may not take them seriously and in any case they may have full time jobs and more demanding personal commitments. Above all their first loyalty is to their employers. In my opinion, part time lecturers should be used whenever circumstances or exigencies demand. After all they play a supplementary role, especially in developed countries where a library school may have the required number of faculty members.

WHEN IS RECRUITMENT OF FACULTY MEMBERS NECESSARY?

It is not possible to be absolute or precise as to when new faculty members should be appointed. All depends on exigencies of the staffing situation. A new Library School will have faculty members appointed a few months before classes start in order to give them time for preparation and orientation. If a new Research Unit is to be stablished efforts to look for Research Fellows will be made in good time. Likewise faculty members to teach additional courses will be appointed well before the semester in which teaching

of such courses starts. Deaths of faculty, sudden resignations or firing may need immediate replacement. But there will almost invariably be a time lag between the time when the position ought to be filled and when it will be filled. Sometimes there may not be suitable candidates with the requisite subject knowledge. Besides, advertisements have to be made in the national press, professional journals etc., applications received, short lists made, interviewees called, and interviewed, selection made and ultimately appointment made. Sometimes after all this time consuming process, a suitable candidate may not be found. Therefore, the entire process may have to be repeated or other ways which will yield better results found. The time lag is even greater if faculty members have to be recruited from overseas. Experience in Africa for example shows that it takes anything to 2 years or more to secure an expatriate. With regard to old age retirement, a foresighted dean of a library school will keep a schedule of tentative retirement dates for faculty members. In a developing country a school head will keep a schedule of expatriate contracts expiry dates. This can guide him on the approximate dates when fresh recruitment should be made. In developing countries, there may be an on-going staff development scheme under which local teachers are trained to replace expatriates when they leave. In general the library school will need a Manpower Plan showing current and future needs of faculty members. The plan must be revised from time to time, identify weak points and rectify them, and introduce growth points in accordance with the school dean's philosophy which he may share with faculty members.

SOURCES OF FACULTY

There is a large area from which to secure new faculty members but what matters most is quality, and not quantity. Sources include library schools, field librarians, disciplines other than librarianship and the open market consisting of librarians who may be unemployed.

In the United States for example, there are many librarians with an M.L.S. If this qualification sufficed, recruitment would be easy. On the other hand, Ph.D.s are few and there is competition for them between libraries

and graduate library schools. Between 1925 and 1960, 249 Ph. D.s were produced in the United States. But 20% of these had died or retired by 1968.[49] Ray and Patricia Carpenter in their study found that there were 191 doctorates surviving. Between 1960 and 1973 the 19 graduate schools which had begun doctoral programs awarded 342 Ph. D.s[50] To date (1978) there are 20 doctoral programs and Ph. D. enrollments are increasing. Also, there is an increasing influx of subject Ph. D.s into librarianship. Miller's study[51] of 1976 confirms this. "The number of subject Ph.D.s seeking positions in the field of librarianship is increasing rapidly and will continue to increase in the foreseeable future."[52] Heads of library schools ought to take advantage of this in building up school faculties. Library Schools and especially Library Directors seem to prefer subject Ph. D.s whenever opportunity arises.

In Britain the number of Ph.D.s in library and information science is smaller because it is only recently that Ph. D. programs have been introduced at such institutions as Sheffield and Loughborough Universities. In the circumstances, a Ph.D. as a faculty requirement is not emphasized.

As for the developing countries, Ph.D.s in library science are very few and schools which award Ph.D.s are rare. In Africa South of the Sahara and disregarding South Africa, only Ibadan University started a Ph.D. program in 1969. In general, if a library school is to be successful in building a first class faculty team it must develop an information system of sources of data to facilitate recruitment.

METHODS OF RECRUITMENT AND SELECTION

There are a number of methods open to a library school dean or director when recruiting faculty. He may advertise in the local, state, national or professional journals. He may contact deans of schools which traditionally produce first class Ph.D.s or may send the School's Bulletin to library schools' placement offices. The deans will suggest names of promising Ph.D. candidates who are intending to go into teaching. These may later be interviewed. He may

persuade individual librarians he knows and who may previously have been part-time lecturers, especially university librarians. He may even persuade distinguished scholars from other schools. In this case it may be wise to ask the President or chancellor to send a handwritten letter and even invite him to the School as a guest of honour. The dean may also seek the counsel of colleagues in the field or in library schools. He may write to the ALA which may have an inventory of people looking for jobs including teaching. The Association of American Library Schools Conference Workshops and Seminars are popular faculty members recruitment forums especially for the newly qualified Ph.D. s or candidates. Here one is given wide latitude as many candidates may present themselves for interview. Above all, the dean may recruit from within the School Ph. D. candidates whom he knows will make good scholars and teachers in the long run. These should be offered research and teaching assistantships straight away and should be exposed to the experience of mature and distinguished scholars.

Some of these methods may be more fruitful than others. Through experience, the dean should be able to know which are the best methods but all will depend on the calibre and level of the professor required. If for example, a dean wants a famous professor with intellectual vigour of youth, he may have to use more sophisticated methods.

Most of these methods are invariably used in developed and to some extent in developing countries. However, in developing countries shortage of local candidates forces them to recruit faculty from overseas through their governments. Countries of the Commonwealth of Nations make use of the Inter University Council facility which maintains a register or inventory of experts looking for jobs. If suitable candidates are not available at the time a request is lodged with the Council, vacancies may be advertized on behalf of the requesting country. Long term faculty requirements are met by instituting a staff development scheme. Developing countries also maintain contacts with international organizations like UNESCO. For example, for many years UNESCO financed and staffed the post of Director at the East African School of Librarianship. Sometimes aid to the School may include the provision of faculty members

as in the case of Rockefeller Foundations' aid to the East African School of Librarianship.

In short, in countries with plentiful supply of graduate librarians a dean, especially of a graduate library school, should develop a habit of maintaining a waiting list of qualified applicants who can be called for interviews anythime a vacancy occurs; an inventory of Ph.D.s graduating every year, maintain permanent contacts with colleagues and get to know most of the successful librarians. It has been suggested that if the United States is to build really effective faculties, recruitment for doctoral study should begin at an earlier age in order to attract productive aged younger persons into the profession, and that it should focus on rewards of teaching and research.[53]

Library Schools usually have a standing Committee on Selection of new faculty members. Some prefer an Ad Hoc Committee. A Search Committee may occasionally be appointed and assigned to assess the merits and demerits of candidates. But of all the requirements for faculty appointment it seems only education, publication record and perhaps experience can be evaluated. In the interviewing room the Faculty Appointment Committee's decision over a candidate may be exclusively influenced by anyone of the requirements or a combination of two or more but whatever the case may be, qualifications are paramount. The Committee may unanimously endorse a candidate. There may be a split of opinion over a candidate or they may reject him. Throughout this exercise, the administration plays the role of the midwife. If for example, there has been no consensus of opinion over a certain candidate and the dean personally feels the committee's decision is questionable, he may refer it to the University President, Chancellor or Vice-Chancellor. It is normally the senior members of faculty who sit on appointment committees but despite their experience they may make errors because they are human beings after all.

One other thing heads of Library Schools should remember is that potential faculty members cannot apply for teaching positions if they do not know the schools. Therefore it is important that the Schools regularly

issue a publication which among other things should include the Schools' program; faculty, their qualifications and publications; excerpts of opinions on the school by other people if any; achievements of Alumni; facilities like libraries, computer services, audio visual material etc., contributions made by the School in a way of innovations of local and national significance; organization of the school; faculty development program, career prospects and status of faculty; the head of the library school and his national and international standing as well as a note on his publication record. There are however, two observations which ought to be made in this connection. If some information is objectional to faculty it should be omitted. Secondly, a publication of this kind may be expensive but one issue per year would not be considered lavish. However there should be a way of making the school known.

FUNCTIONS OF THE FACULTY MEMBERS

The aim of recruiting faculty members is to use their talents in furthering the aims of the library school. Their functions have somewhat been treated above. Here little more than a summary will be provided. Under the able leadership of the dean, their first duty is to build the reputation of the school; make it one of the good library school programs, then one of the best, then, the best in the country, and perhaps the best in the world. This can be done if all faculty play their part, but it means hardwork, dedication, loyalty and commitment to the school's mission and objectives. Faculty members should understand clearly the school's goals and objectives. They should visualize objectively the kind of librarians the school wants to produce - - practitioners, innovators or both? They should equip students so that they can work in the library and information fields while catering for specialist needs at the same time. There must be a balance between theory and practice. Practice builds on theory, therefore, graduates should be both -- practitioners and theoretician -- innovators. It is also important to know that they are training future librarians on the basis of known theories, technologies and practices. Therefore, they should have vision of the likely library and information science developments, ten, twenty even thirty years ahead.

As it was mentioned earlier on, the functions of faculty members must be teaching imaginatively, advancing scholarship, generating new ideas and serving the community at large. They should therefore, conduct research related to curriculum and libraries, generate new publications capable of professional recognition, read widely to enrich teaching, actively participate in professional activities, influence the direction of library development and maintain contact with field librarians in order to close the gap between theory and practice. In addition, they should foster continuing education for practising librarians. Courses for them may be conducted at the School or at the individual libraries in the form of packages and geared to the needs of such libraries.

Besides functions which are purely educational, faculty members will be required to do some administrative work. In this respect they should have a flair for administration. This is important because they will be required to sit on the School's Committees on matters such as "faculty recruitment and development, curriculum and examinations, admission and other student affairs, budget and finance, research, clinical and field programs, quarters and equipment, library facilities and services, evaluation and reporting."[54] Faculty will also be required to represent the School on the University Governance Boards and Committees where a variety of matters are discussed including "salary levels, fringe benefits, allocation of money ----salary administration, job security (tenure), admissions, tuition and fees, programs, curriculum, degree requirements, staffing patterns and workload."[55]

The execution of faculty functions will largely depend on the school organization. The organization should reflect the functions of the School and the University. Organizational structure should be devised in such a way as to facilitate planning, facilitate shared responsibility and efficient use of communication and free flow of information for decision making, facilitate coordination and control, efficiency and productivity as well as boost faculty morale. Delegation of responsibility and collective decision making relieves the dean or director to do his real job i.e. planning ahead and looking for funds to finance his program. A library school may have a dean, associate dean, and departmental

Chairpersons. Within this structure will be grafted a committee system. The library school may also be organized into teaching teams covering various subject specialisms.[56] At the head of each team will be the course director and below him a team leader. While course directors will ensure that the academic standard of the courses are maintained and negotiated with team leaders for the specialist teaching needs of these courses, the team leader's duty will be to appreciate the overall objectives of courses and determine the appropriate methods of teaching in every subject. In order to make this arrangement effective regular course meetings attended by faculty members and students involved should be convened besides the Departmental Board of Studies meetings which would draw equal membership from faculty member and students. With a large faculty, organizational structure is bound to be complex but it must be functional and involve every faculty member. As Saunders remarked in 1967, "the key to success in the several objectives of the University based library school must surely be the faculty,"[57] and so the school's reputation or its professional standing will rise or fall with faculty.

FACULTY DEVELOPMENT

The building of a library school faculty does not end with appointments. It is a continuous process. Faculty members need knowledge, ideas, information and new experiences to perform their functions efficiently. This can be accomplished by life long learning. The university is a place where continous learning and interaction of scholars and students is a must. It is the lifeblood of university life. Faculty development is undoubtedly vital to the library school's healthy growth and survival. If faculty members become intellectually impotent, the public will detect the difference a few years after and the school will be heading towards demise. Soon, it will be unable to attract brilliant students and faculty members. While self-development may be the responsibility of the individual with a bit of encouragement, overall faculty development must be the responsibility of the library school. Indeed, when emphasis is placed on developing and nurturing the human potential, an inevitable byeproduct will be an increase in productivity, high quality of the education program and well trained graduates

who ultimately become successful in the field.

A Faculty Development program should be based on the education program, the goals, objectives and functions of the library school. It should seek to eliminate weaknesses and reinforce strong areas. It should accommodate faculty specializations, abilities, interests and talents. It should also be forward looking and anticipate future developments in librarianship and information science. It should be systematic, revised and modified from time to time to meet changing needs and requirements of the education program and the library profession at large.

The purpose of the Faculty Development Program should be designed to achieve effective utilization of teachers. It should improve their academic and administrative competence, stimulate their innovativeness and experimentation, build in them a lasting enthusiasm for learning and scholarly pursuits, ability to communicate ideas to others, cultivate and develop their power of intelligent judgement and imagination. Faculty Development Program should above all facilitiate promotions of junior faculty members to senior ranks with the attendant tenure and guarantee of academic freedom.

There are many areas which may need attention. The need to improve faculty members' ability to teach will cover areas like the knowledge of the learning process, place of motivation, effective class presentations and problems of teaching, examining, grading and conducting or leading discussion groups. Coupled with the need to develop faculty in teaching techniques will be the need to familiarize them with the planning process including design of courses, their objectives; content, evaluation and interpretation of their subjects in relation to others. Faculty members especially the novices will need to know how the library school works, its relationship to the university and how the university works including governance and administrative arrangements, the locus of decision making, the concept of academic freedom and financing.

Methods of promoting faculty development are numerous. The school's administration should systematically encourage experienced professors to guide new faculty members. While students may evaluate teachers, their competence is doubtful

but it is a good gesture. The administrator may sit in classes and observe a faculty member teaching but in practice it may not be possible to find time because of pressing engagements typical of heads of organizations. Faculty Seminars can be useful indeed, as a wide range of topics can be covered including teaching methods, review of courses, research methods etc. Faculty may be encouraged to sit in colleagues' classes especially the junior members or a faculty may have his lecture video taped so that he can observe himself teach. Others may also observe colleagues teach in this way. Perhaps the most effective way of acquiring methods of teaching is to take a full time or part time course in a Department of Education. The school can pay for this. In order to obtain library experience, the school can release its faculty members to work in a library for six months to one year. Likewise staff can be encouraged to visit library schools and libraries abroad. Again a library school should encourage staff to conduct research while teaching and by allowing faculty members to do this on sabbatical leave. In this connection perhaps, it will be imperative to have a publishing program or university facilities may be used. An Occasional Papers Program appears to be very attractive. As much as possible, library schools should take advantage of the knowledge and experience of visitors from overseas who are often more than willing to share their experience with others. Summer Schools on teaching librarianship can be arranged too. Schools can also take advantage of UNESCO courses on teaching librarianship which are run from time to time, especially for developing countries.

One thing library school administrators must remember is that faculty members are colleagues. They are scholars and in most cases they know what they are doing. Therefore, it would be a mistake to impose faculty development program on them. Administrators should ask their teaching faculty to identify ways of promoting faculty development which can be embodied into a concrete program. In this way implementation will be made easier. Establishment of a Standing Faculty Development Committee would appear to be the best approach. Whatever method is adopted, it must further the cause of the library school in the framework of university functions - instruction, teaching and service.

RETENTION OF FACULTY MEMBERS

Retaining faculty members in the school is just as important as recruitment. In general, factors that make a good school will tend to keep faculty members in the school. Although starting salaries may be low faculty members must be assured of fast promotion in accordance with individual academic and professional accomplishment. Fringe benefits may have an even greater effect on faculty members retention. These should among others include sabbatical leave and other leaves, access to grants, fellowships, research funds and adequate supportive staff. But the dean should remember that compensation is not meant to buy eternal gratitude, undivided loyalty and respect. It is meant to buy creativity; initiative; advice and help; cooperation and good will.[58] Even these cannot be obtained with money alone. The dean should therefore, cultivate concern and interest in faculty, provide facilities for their advancement and formulate the machinery which will involve every faculty in decision making and policy formation. This has the advantage of providing the dean with a broad base of support for his policies as well as satisfying faculty members. Also the dean should develop machinery for communication and every faculty member should be constantly informed of major decisions and developments in the school. Availability of equipment, adequate office accommodation and resources is extremely important. Lack of research facilities is known to be a frequent cause of brain drain in many countries of the world. Facilities include teaching equipment and computing services, libraries, audio visual center if possible which can act as a laboratory for teaching faculty members to develop new teaching aids.

But perhaps the most important thing after attractive financial rewards and other factors mentioned above is faculty status. "Indeed financial rewards alone will neither recruit nor retain competent scholars in educational institutions."[59] Faculty like to feel free from interference in their work. They do not want to be treated as hired workers. They expect to have a say in scholarly, educational and academic affairs, determining policy at all levels. They also want to be treated as equals and not inferior to such professionals as lawyers, executives or university adminis-

trators. Some even resent bureaucratic communication channels of authority.[60] They like an atmosphere that promotes scholarly and intellectual development and the higher the number of distinguished scholars, the better the atmosphere. Besides, scholarship should be handsomely rewarded while tenure is essential, requires constant vigilance and should be nurtured. It should be perceived as a means of preserving scholarship and academic freedom which is freedom to study and communicate the results of such study. The dean should be fair, honest and dependable. His school should reflect his philosophy which should in turn weld faculty members together and into the mainstream of learning. He should evaluate faculty contributions in relation to other responsibilities, treat them as individuals and equals, and use their good qualities to generate enthusiasm among faculty members, while their teaching load should be manage-able to allow them to conduct research. If there is a research wing, its staff should be treated as faculty members. If research is financed by an outside agency, and research staff paid by such agency, their salaries may be higher therefore, cause dissatisfaction among faculty members. In the U.S. according to the Statement on Faculty Workload for effective instruction, the work load is 12 hours per week with no more than 6 separate course preparations during the academic year for undergraduate programs, and 9 hours per week for graduate level programs. The rationale for teaching load should normally be the difficulty of courses and common causes of inequality. Criteria for establishing maximum and minimum teaching load should be revised from time to time. On the other hand the university administration should allow the dean to remain in this position long enough to see his school improve in quality, see his program grow and develop but foremost, he should be given adequate financial support to enable him to translate his ideas into reality.

FINANCING A LIBRARY SCHOOL PROGRAM

This paper would be incomplete without a word about financing the library school program. There can be no point in looking for first class faculty members if the school does not have adequate funds. Indeed, the dean's greatest test of leadership, statesmanship and administrative

competence is his ability to attract funds. He may have the brightest ideas on what the school should be but if he is unable to secure funds for his program he is a failure. He needs money to pay faculty salaries and their support staff; finance faculty members research, experimentation and development of teaching materials; pay faculty attendance at professional meetings and other items essential for the success of the school's program.. Sources of funds for library schools are multifarious. Therefore, the golden rule is for the school director to know his needs and translate them into monetary terms and align means to ends. He should have a clear sense of priority too. In order to ensure a steady flow of funds for his program the school head should be an accomplished planner.

In the United States, library schools are either departments of private universities or state funded or partially state funded universities. By and large their funding depends on the generosity of these parent institutions. Sources of funds for the universities include tuition and other fees, gifts including endowments, grants, contractual agreements, invested funds and others.

Therefore, if the dean is to secure a reasonable portion of the university finances, he should have ability to prepare a budget and defend it before the university authorities. The budget should be based on his education program and a thorough understanding of the entire university education programs, how the university gets its funds, allocated and expended. Inflationary figures will only have transient advantage but may cause distrust which will be detrimental to the school program in the long run. The dean should therefore be realistic and honest when preparing his budget. If he can build a good reputation of the school out of the funds given to him in successive years, he may have few problems in attracting funds especially in good years. But it would appear that almost invariably universities tend to pay lip service to library school needs in excess of minimum financial requirements. It is therefore important for the dean to make his school truly part of the university. A library school with a substantial endowment which provides stability to the budget may be fortunate but it may not be adequate in all cases in an age of rising costs. For example,

during 1976/77, half of Berea College's[61] revenue was endowment funds and the rest came from gifts and donations, government grants, student fees etc. All in all, funding library schools is difficult. In the 1970s universities in the U.S. are said to be on the rocks. They are increasingly running into financial problems and this is bound to affect the sums library schools get from the universities.

In the circumstances, it makes a great difference if the dean is able to tap resources from funding agencies such as Foundations and Corporations, organizations, associations and clubs, religious groups, individual friends, alumni and the government. In this respect therefore, the dean should be more than an administrator. He should be political minded, well known, influential and persuasive, maintaining good public relations with various organizations, alumni and individuals. Above all he should be well versed in the techniques of preparing funding proposals which is in itself an art. Knowledge of the names of funding organizations will not do. He should know their financial state, how much they give in grants every year, for what purpose and under what conditions they give grants. Some of them may be limited to one geographical area, others may be nationwide. Knowledge of how to prepare a funding proposal essentially means knowing the steps to success. The short gun approach may not yield expected results. Once research has been conducted and decision made which organizations to approach, the dean may make preliminary contacts then deliver a draft proposal for comment. When follow up is subsequently made, the dean will have opportunity to ask questions exactly what the foundation wants. Information obtained can be incorporated into the final proposal. Personal contact with the right person, at the right time and to the appropriate funding organization is very important.

Like the American library schools, British library schools largely get their funds from the universities which are in turn funded by the Central Government via the University Grants Committee (U.G.C.).[62]

Despite the government's financial generosity to the universities, it is not always adequate. Therefore, as in the U.S., library schools find themselves forced to look for funds to finance research. In 1967, Wilfred Saunders

remarked that "one of the advantages and responsibilities of the university setting is that raising research money is less difficult operation than it would be elsewhere. Funds, Foundations, Government Departments are used in dealing with the universities, understand and respect their standards, and have learned that well conceived university research projects can be supported with confidence. This is true of librarianship as any other subject and at our new school at Sheffield, we have been awarded four grants worth £50,000 within two and a half years of opening our doors."[63]

There are other sources of funds which developed countries can exploit to advantage. These are research contracts, consultancy services and library training course packages. A library school with a Research Wing can undertake research contracts which may be awarded by Government Departments, international and private organizations as well as business and industry. On the other hand, organizations using faculty members as consulting experts can pay a fee, while groups of librarians of individual libraries who do not wish to attend a short course on the campus can purchase from the library school course packages to fit their own services and can be conducted as on-site-study program. The financial proceeds from these sources can be used to employ more research staff, finance faculty research and buy equipment etc.

Developing countries have problems in financing their library schools. Starting a library school and even a library service can be a problem. Generally their funds come from their governments through the universities. The danger is that when funds are inadequate, standards fall. For example the Ibadan University Vice-Chancellor recently lamented "there are limits to which the welfare of the staff and institutions can be stretched without lowering standards" and that "a university without adequate teaching and research tools will look like a glorified post-secondary school."[64] Inadequate funding tends to be a perennial problem in developing countries especially in Africa. Therefore, library schools rely for extra funds on friendly foreign governments, agencies like USAID, the British Council, British Ministry of Overseas Development, UNESCO, Carnegie Corporation, Ford and Rockeffeller Foundations, Swedish International Develo-

pment Agency, and German Foundation for International Development. International aid is usually available at the initial stages of their development. The flow of aid to developing countries at any one time is however, limited by a number of factors including the political ideology and stability of the donee, economic potential of the donee, which may or may not be followed by trade relations, and the amount of money available to the donor for distribution. For example, UNESCO's ability to finance library schools depends on member states" haphazard contributions. In most cases donor countries ensure that countries seeking aid will be able to continue the projects after the initial stage.

From the above account it can be seen that in general, library schools in developed and developing countries get their funds from Governments through their parent institutions. In all cases money tends to be inadequate therefore, alternative funding sources are sought. But even in good years, a dean who is doing well should repeatedly say'I still have projects to be funded.' This would be a reflection of a dynamic library school education program.

SUMMARY AND CONCLUSION

Building a "first class" library school teaching team is difficult and cannot be accomplished overnight. Success will normally depend on many factors and largely on what the school is i.e. its image to observers. Chief among the factors are progressive education programs; ability to attract distinguished and vigorous scholars and other candidates of the right calibre; reputation of the school and its parent institution; faculty development scheme and capacity to retain existing faculty members; adequate and constant supply of funds and a generous reward system; democratic administrative arrangements and faculty involvement in making major decisions; administrative and leadership competence of the dean including ability to attract funds; and the extend to which the library school's graduates are successful in the field. But perhaps one of the most important factors is environment that encourages research, creativity, inquiry and independent thinking including tenure--- 'a means of preserving academic freedom, which is freedom, to study and communicate' research findings, 'while on the other

hand, research should be handsomely rewarded. In addition faculty members should be treated as equals, their contribution to the school must be valued and recognized. Potential faculty members and the public at large should be made aware of the school's achievements perhaps through an annual publication with wide distribution. Given adequate funding and, a competent and foresighted dean, the school will have a greater chance of success than if funding is inadequate. But the problem is whether or not the economic system can provide adequate funds for salaries and the necessary facilities. Even when funds are relatively adequate, experience teaches us that financial rewards alone will neither recruit nor retain competent scholars in educational institutions. On the other hand, a dean, who is dedicated to his job can never say 'he has adequate funds,' He will have many projects lined up and awaiting funding.

In selecting new faculty members it is important to be flexible as few people if any are likely to meet all the faculty appointment requirements. Library schools tend to look for people with fame and intellectual vigour of youth but a very mature person is not likely to do much. Of course, he may sound good but he may have contributed little or nothing to scholarship. Recruitment of youth, that is Ph.D. candidates or finalists who intend to take up teaching as a career offers some promise. These can be trained and are likely to serve the library school for a long time. However, it is absolutely imperative to strike a balance between young faculty members and old experienced faculty members. Recruitment and selection should take into account present and future needs of the school's education program and all possible methods of securing qualified faculty members should be studied including the relative financial burden. Perhaps the most challenging task is to maintain the reputation of a school that is already famous but it can be done. The head of the school should therefore fall into the habit of repeatedly asking himself "Is this the best we can do or we could do even better?"

FOOTNOTES

1. Reed, S. "Trends In Professional Education." In Drexel Library Quarterly, Vol.3, No. 1, January, 1967. p. 1.

2 DeVane, W.C. Higher Education in Twentieth Century America. Cambridge, Mass., Harvard University Press, 1965, p. 34.

3 Carroll, F.L. "International Education for Librarianship." In International Library Review, 1970, p.1.

4 Whitehead, A.N. The Aims of Education and Other Essays. New York: The Free Press, 1967. p. 92.

5 Ibid. pp. 92-93

6 Ibid.

7. Mgonja, C. Y. Speech by the Hon.C.Y. Mgonja, M.P., Minister for National Education, Presenting to the National Assembly the Bill for an Act to Establish the University of Dar es Salaam 16th June, 1970. p. 12

8 Bruchaber, J.S., and Rudy, W. Higher Education In Transition: An American History 1936-1956. New York: Harper, 1958. p. 378.

9 Nyerere, J.K. Speech as Chancellor at the Inauguration of the University of Dar es Salaam, 29th August, 1970. (Brochure: Public Relations Office. University of Dar es Salaam, Dar es Salaam, Tanzania, 1970) p. 5.

10. Nyerere, J.K. Freedom and Development/Uhuru na Maendeleo: A Selection From Writings and Speeches 1968- 1973. New York: O.U.P., 1973. P. 141.

11 Reed, S. Op. cit.

12 Carpenter, R.L., and Carpenter P.A. "The Doctorate in Librarianship and Assessment of Graduate Library Education." Journal of Education for Librarianship. Vol. II, No. I, Summer 1970. p. 22.

13 Williamson, Charles C. Training for Library Service. New York: Carnegie Corporation, 1923.

14. McGlothlin, William J. Patterns of Professional Education. New York: G.P. Putnam's Sons, 1960, pp 66-67.

15 Carpenter, Ray and Patricia op. cit. p. 22

16 Ibid. p. 18.

17 Heim, P. The Economics of Librarianship in College and University Libraries 1969-70. p. 3.

18 Cameron, Donald, F. Librarians in Higher Education: Their Compensation Structures for the Academic Year 1972-73. Washington: Council On Library Resources, Inc. 1974. pp. 7-8.

19 DeVane, W.C. op. cit. p. 158.

20 Immelman, R.F.N. "Establishing a Library School". In UNESCO, Development of Libraries in Africa: The Ibadan Seminar, UNESCO, 1954.

21 Development of Public Libraries in Africa: The Ibadan Seminar Pens: UNESCO, 1954, pp 100-1.

22 Ibid .

23 Whyte, J.P. "Australia," Library Trends. Oct. 1963. pp 295-305.

24 Marcò, Guy A. "Advances In Library Education." In International Librarianship, papers submitted to the 1971 IFLA Seminar for the Developing Countries. London: L.A. 1972. pp 141-152.

25 From Classroom lecture notes

26 Marco, Guy A. op. cit.

27 Ibid.

28 Dean, J. Planning Library Education Programs, London: Andre Deutch 1972. pp 34-35.

29 American Library Association Committee on Accreditation. Standard's for Accreditation 1972 adopted by the Council of the American Library Association, June 27th, 1972, effective Jan, 1, 1973. Chicago: A.L.A., 1972. pp 6-7.

30 "The Professional School in the University," J. Ed. Lib. Vol. VI. Fall 1965. p. 105.

31 From classroom lecture notes.

32 Bone, Larry Earl, ed. Library Education: An International Survey, Champaign, Illinois, 1968. p. 103.

33 Davinson, D. "The work of a large multi-role library school." UNESCO Bulletin for Libraries. Vol. XXX, No. 3, May-June, 1976. p. 141.

34 Dean, J. op. cit. p. 64.

35 Ogunsheye, F. Adetowum. "Library Education at Ibadan University, Nigeria." UNESCO Bulletin for Libraries. Vol. XXVIII Sept. - Oct. 1974 p. 283.

36 Communicated to me by the Director of the National Library of Nigeria in Lagos. 1975.

37 Dean, J. op. cit. p. 60.

38 "NATIS News: "Training Program for Teachers of Library and Information Science." UNESCO Bulletin for Libraries. Vol. XXIX, No. 3, May-June 1975. p. 66. This course is also

Well described by Russell Bowden - UNESCO Bulletin Libraries Vol. XXX No. 5 Sept.-Oct. 1976. pp 254-261.

39 Ibidi.

40 Saracevic, Tefko. "Information Science Education and Development." In UNESCO Bulletin Libraries. Vol. XXXI, No. 3, May-June 1977. pp 134-141.

41 McGrath, E.J. "Superior Teaching in the Colleges of the Sixties." Improving College and University Teaching. Summer, 1960. pp 76-83.

42 Bone, L.E. op. cit. p. 97.

43 Lancour, H. Libraries in British West Africa. Urbana, Ill. University of Illinois Library School, 1958.

44 Whitehead, A.N. op. cit. pp 98-99.

45 Ibid.

46 Speech by the Hon. Mwai Kibabi, Kenya's Minister for Finance and Planning at the opening of workshop on Dissemination of Research Findings. 1973.

47 Ibid.

48 Whitehead, op. cit. p. 97.

49 Carpenter, Ray & Patricia. op. cit. p. 13.

50 Telephone Survey, Conducted June 15-20, 1973. Quoted from "The Administrative Aspects of Education for Librarianship: A Symposium. edited by M. B. Cassata and H.L. Totten. Metuchen. M. J.: Scarecrow Press, 1975. p. 23.

51 Miller, Rush G. "The Influx of Ph.D.s into Librarianship: Intrusion or Transfusion?" College & Research Libraries. Vol. 37, No. 2, 1976, pp 158-65.

52 Ibid.

53 Carpenter, Ray & Patricia. op. cit. p. 35.

54 Reed, S. op. cit. p. 4.

55 Wollet, Donald H. "The Nature of Collective Bargaining and Its Relationship to Governance in Higher Education," In Collective Bargaining in Higher Education. Edited by M.D. Abell. Chicago: A.L.A., 1976. p. 5.

56 Davinson, Donald. op. cit. p 143.

57 Bone, Larry Earl. op. cit. p 102.

58 Willard, D. Dean. "Seven Realities of Library Administration" In Library Journal. 15 January, 1976. p. 313.

593 Simons, J. H. Problems of the American University, Boston: The Christopher Publishing House, 1967, pp 73-79.

60 Ibid.

61 The Barca Alumnus, January - February 1978. pp 12-15.

62 Green, S. "Planning of Library Activities in the United Kingdom in the Context of NATIS" UNESCO Bulletin Libraries. Vol. XXXI, No. 2, March-April 1977. pp 71-72.

63 Bone, Larry E. op. cit. p. 98.

64 Tamuno, Takena. West Africa. No. 3151, Nov. 1977. p. 2426.